

“The Civil War”

Goals

The learner gains an understanding of the Civil War through learning the short and long term causes, and identifying the key battles and events of the war, including the process of Reconstruction in the South.

The learner will then analyze the impact of the Civil War and Reconstruction on Georgia and the Southern states.

Grade Level: 8th

Georgia Performance Standards- SS8H6

Materials

Textbook

Civil War Era Reference Books

Primary Sources

Blank Writing Book

Writing Utensils

Internet Access

Videos

Historical Interpreters

Procedures

1. Introduction-Get copies of primary sources-letter, newspapers, and journals about life in the Antebellum South and causes of the War. (Valley of the Shadow). Have students read using the Reading Theater Strategy.
2. Have class visited by a trio of Historical Interpreters: A Union soldier, A Confederate soldier, and a woman from the Civil War era. Each Interpreter will tell their story and answer any questions that the students may have.
3. Working with a partner, the students will further research the events of the Civil War using sites such as Valley of the Shadow, and sources from the school media center for background information. Upon completing research the students will write a mini-novel of three chapters about the Civil War Era. The students will create their characters.
In chapter one, students will explain the causes of the War and the reason why their characters become involved in the War.
Chapter two will cover the wartime experiences during the conflict, including major battles and events, such as the great Locomotive Chase.
Chapter three will also deal with reconstruction and its effects upon the lives of the characters.

Follow-Up Activities- The students will watch a Civil War Era film, such as “Gone With the Wind” or “The Blue and the Gray”. The students will compare and contrast their novel with the movie and analyze both for historical accuracy and the role of Georgia in the Civil War.

RUBRICS FOR GRADING EARLY TALES OF GEORGIA STORY

CATEGORIES	100%	90%	80%	70%	60%
FOR 50% OF GRADE HISTORICAL CHARACTERS	8 OR MORE CHARACTERS	7-8	7-6	4-5	4 OR LESS
PLACES AND EVENTS	10 OR MORE	8-9	7-8	6-7	6 OR LESS
40% OF STORY REALISM OF STORY	MIXING SEVERAL PLACES, CHARACTERS, AND EVENTS INTO A NOVEL TYPE STORY	MIXING OF PEOPLE, PLACES, AND EVENTS INTO A SHORT STORY	BELIEVABLE STORY LINE	FRAGMENTED STORY, DOESN'T FOLLOW A DIRECT LINE	UNBELIEVABLE TOO FAR OUT
BELIEVABILITY OF CHARACTERS	CHARACTERS SO REAL THEY ARE MISTAKEN FOR REAL PEOPLE	CHARACTERS ARE MOSTLY BELIEVABLE	CHARACTERS ARE OBVIOUSLY MADE UP	POORLY DEVELOPED CHARACTERS	UNREALISTIC CHARACTERS
10% OF GRADE GRAMMAR AND PUNCTUATION	FOLLOWS APPROPRIATE GRAMMAR AND PUNC. FOR GRADE	SLIGHTLY BELOW GRADE LEVEL	BELOW GRADE LEVEL	MINIMAL USE OF CORRECT GRAMMAR AND PUNCTUATION	NON-EXISTANT USE OF CORRECT GRAMMAR AND PUNCTUATION
EXTRA CREDIT	25 PTS EXCELLENT PORTRAYAL OF CHARACTERS	20 PTS. SKIT W/SEVERAL CHARACTERS	15 PTS. READ STORY TO CLASS	10 PTS. TURN IN STORY LONGER THAN REQUIRED # OF PAGES	5 PTS. TURN IN A STORY

Steps to Creating Your "Early Tales of Georgia" Mini-Novel

I. As you brainstorm, get all ideas/thoughts on paper.

II. Think about your character(s)- nationality, occupation, reason for going to Georgia; name, give a family history (you can base it on your personal family history). You must have three chapters that include these three sections from our book, *Georgia and the American Experience*. Use as a guideline for what time period, what historical characters, historical places and events, etc...you may want to tie in with your character(s) in this mini-novel. They are:

1. Causes of the Civil War
2. The Civil War
3. Life during the Reconstruction

III. Collaborate with your partner-discuss and share ideas...and responsibilities. After creating and deciding upon your character(s), make decisions how to share/split the work.

IV. Now, put all your ideas together down on paper. Refer to the "Early Tales of Georgia Rubric", on what you will need to include in this mini-novel such as the number of historical characters, number of places and events needed, and the realism of your story. (For instance, you cannot use sci-fi facts, electrical items, cruise ships, or anything modern.) Begin to put your story line/plot together. This is where you will do the research. We will have some library time on November 13-14 in the Media Center to get more details, back up your story line, and find out interesting information about your characters using the Internet, items in the Media Center, and books in our classroom. You will need to make plenty of notes.

- ❖ Remember, if you use the Georgia Studies book as a resource, as well as any other sources, you must site them in a bibliography. This includes the URL of any website used.

V. After you and your partner have gotten all your notes and storyline together, prepare your first draft of this mini-novel. Write, revise, and make changes until you are satisfied with your story. Do a formal rough draft.

VI. Do a Final Draft (Remember, 3-6 handwritten pages per chapter)

VII. Revise, Edit, and Turn in.

Remember, this story should be like you are telling a story of your character's life or as though you are videotaping whatever is happening to your character as he/she is journeying through Colonial Georgia.